

Oldham-Ramona School District Improvement/Progress Report Form

Principle: 1 General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:22:03 Certified Child</u> The review team was unable to verify that services were provided to 2 students listed on the districts 2000, child count. Interviews also confirmed there was not an active IEP on these students as of Dec. 1, 2000. Money has been reimbursed back to the state.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district wishes to ensure that their child count is accurate to enable the district to receive appropriate funding intended for children with needs.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) In order to ensure that the district receives the appropriate amount of funding for special education of children with disabilities the district will develop a system to check for accuracy in its annual child count.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special education staff will keep a file of the IEP cover sheets for each student they are case manager for. This information will be given to the business manager/superintendent to make additions and corrections to the Student Management System (SIMS) immediately after an IEP is completed. What data will be given to OSE to verify this objective? A statement that these steps were taken will be submitted to OSE, with the number of students and the reporting method.	Ongoing	Case managers, superintendent and business manager.	MET 9/24/03	
Please explain the data (6 month) 100% of the IEPs completed were placed on the SIMS directly after the meeting from Jan – July 2003				

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Principle: 3 Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:25:04:02. Appropriate Evaluation</u></p> <p>Through interviews and file reviews, the monitoring team found the district to be unfamiliar with the functional assessment requirement. District staff did not include functional information in the evaluation process. They did not understand that this information was to be used for determining specific skill areas affected by the student's disability, the student's present levels of academic performance, their progress in the general curriculum or development of annual goals and short term instructional objectives. Functional assessment information is available through a variety of sources in the district, however, there is not an established process for collecting, summarizing or integrating the information into the 25 day evaluation process or the student's IEP. Linda Shirley has provided an in-service Regarding functional assessment to the Oldham-Ramona SPED staff, in spring of 2002 after the compliance review was completed.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Functional assessments will be conducted as part of the evaluation process and results carried over to present levels of performance on IEPs.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Special education staff will conduct functional assessments on each student during the evaluation process. The results of these assessments will be considered and utilized in developing an appropriate education program.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>2. What will the district do to improve? During the evaluation process, each SPED staff will conduct functional assessments in appropriate areas.</p> <p>What data will be given to OSE to verify this objective? A checklist will be kept of functional assessments done on each student.</p>	December, 2003	Case managers	On going	Met 1/7/04

Please explain the data (6 month)
Progress has not been made because there were no 3 year or Initial evaluations during this time.

Please explain the data (12 month)
Data submitted by the district provided three student IEPs where functional assessment was completed and utilized in the development of an appropriate educational program.

<p>2. What will the district do to improve? In present levels of performance, the results of functional assessments will be reported, and considered when developing IEP goals and objectives.</p> <p>What data will be given to OSE to verify this objective? After evaluations, Linda Shirley will be consulted (by sending her a completed IEP from each SPED teacher) to evaluate our use of functional assessments and present levels.</p> <p>IEPs will be crossed checked by SPED teachers and data kept on functional assessments and present levels of performance. This data will be sent to the OSE.</p>	December, 2003	Case Managers	On going	Met 1/7/04
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Please explain the data (6 month)
Progress has not been made because there were no 3 year or Initial evaluations during this time.

Please explain the data (12 month)
Data submitted by the district provided three student IEPs where functional assessment was completed and utilized in the development of an appropriate educational program. The IEPs reflected the results of functional assessments within the student's present levels of performance and was linked to the development of annual goals for the students.